NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: UNION CITY	School: Thomas Jefferson School
Chief School Administrator: SILVIA ABBATO, SUPERINTENDENT	Address: 3400 Palisade Avenue, Union City, NJ 07087
Chief School Administrator's E-mail: **sabbato@union-city.k12.nj.us**	Grade Levels: Pre-K - 4th Grades
Title I Contact: Lucy Soovajian	Principal: Michael Celebrano
Title I Contact E-mail: **lsoovajian@union-city.k12.nj.us**	Principal's E-mail: **mcelebrano@union-city.k12.nj.us**
Title I Contact Phone Number: 201-271-2289	Principal's Phone Number: 201-348-5960

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❏ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan.
As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems.
I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Michael Celebrano   June, 2015
Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held _____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ __0. %__ , which comprised _____% of the school's budget in 2014-2015.

- State/local funds to support the school will be $ _0%___ , which will comprise _____% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
• Common Core Performance COACH - Grades 2, 3, 4	1,2,3	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • Small ISIP Target Tutoring	General Teaching Supplies	$1,000.
• Technology (Licenses) o Study Island (License)	1,2,3	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • Small ISIP Target Tutoring	District Level General Teaching Supplies	(District Level)
• Lap Tops • Lap Top Cart	1,2,3	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • Small ISIP Target Tutoring	District Level General Teaching Supplies	30 X $1,000 = $30,000 Lap Top Cart = $1,000

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

*Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
1. Michael Celebrano, Principal	Administrator - School/Staff/Community	✓	✓	✓	Signature On File
2. Laurie Tortorella, Supervisor	Administrator - School/Staff/Community	✓	✓	✓	Signature On File
3. Lissette Ariza, Supervisor	Administrator - School/Staff/Community	✓	✓	✓	Signature On File
4. Melissa Acinapura,	At-Risk Leader - School Improvement/Staff	✓	✓	✓	Signature On File
5. Lisa Crabbe	Computer Teacher – School/Staff Technology Support – School/Staff/Community	✓	✓	✓	Signature On File
6. Susan Powers	Special Education Teacher – School/Pupil Services	✓	✓	✓	Signature On File
7. Donna Rodriguez	Special Education Teacher – School/Support	✓	✓	✓	Signature On File
8. Amy Vieira	Special Education Teacher – School/Support	✓	✓	✓	Signature On File
9. Michele Marinello	Teacher – School/Staff	✓	✓	✓	Signature On File
10. Traci Marone	Special Education Teacher – School/Support	✓	✓	✓	Signature On File
11. Ahoud Najjar	Parent Liaison – School/Community	✓	✓	✓	Signature On File

*Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
September 23, 2014 October 8, 2014	School Cafeteria	Comprehensive Needs Assessment	✓		✓	
November 11, 2014 January 14, 2015 March 25, 2015	School Cafeteria	Schoolwide Plan Development	✓		✓	
June 9, 2015	School Cafeteria	Program Evaluation	✓		✓	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

	MISSION STATEMENT
What is the school's mission statement?	The mission of Jefferson School is to provide a nurturing setting that supports growth in the areas of cognitive, physical and interpersonal development. The staff, through shared decision-making and collaborative planning, will provide an environment to assist young children in exploring and developing their unique talents and abilities.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)
*Provide a separate response for each question.

1. Did the school implement the program as planned? **Yes, the programs implemented were. Target Tutoring, Extended Day Tutoring, Lunch Time Target Tutoring, Guided Reading, ISIP Target Tutoring**

2. What were the strengths of the implementation process? **The strengths of the implantation process were the support of the administrators, the commitment of the staff for successfully changing and modifying instruction according to the needs of their students and for the parents supporting the program at home.**

3. What implementation challenges and barriers did the school encounter? **Some challenges we faced for implementing the process were that we had only two Resource Teachers to support and service six grade levels. The numbers of students in classrooms were high, and the school's building space is limited for pull out instruction and support.**

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? **The apparent strengths of the program were the full support of administrators, teachers and parents. The weaknesses were the lack of staffing (only two resource teachers to support six grade levels) and the high number of students in the classrooms.**

5.   How did the school obtain the necessary buy-in from all stakeholders to implement the programs? **The school obtained the necessary buy-in from all stakeholders through outside trainings, outside consultants, in service training, support from administrators, modeling, parent meetings and workshops.**

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? **When the teachers saw things working and changing for the better of the school and students, they became more supportive and embraced the programs changes. The staffs' perception was measured through weekly collaborative meeting feedback.**

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? **The community's perceptions are one of praise and support. Parents from other schools want their children to attend our school because of the positive success. Community's perceptions were measured using parent survey, parent breakfast feedback, meetings with principal.**

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.) **The extra support the students received were through lunchtime tutoring (one on one or small groups), target tutoring in small groups, extended day program, Learning Frameworks, NJCU Common Core Academy, PD 360.**

9. How did the school structure the interventions? **Interventions were structured using detail analysis of test scores, class performance, portfolios, benchmarks, social and emotional behavior.**

10. How frequently did students receive instructional interventions? **Students received instructional interventions in accordance with IEPs, 504 plans and/or as needed on weekly and/or daily basis.**

11. What technologies did the school use to support the program? **Laptops, Ipads, computer stations, Smart Boards, electronic field trips (EFTs) were all utilized to support the program. Programs used to support and enhance the curriculum were DOMA, DORA, Tumble Books, Study Island, World Book on line, and Discovery Education.**

12. Did the technology contribute to the success of the program, and if so, how? **Yes, technology contributed to the program's success. DOMA, DORA and Spanish DORA, were used to pinpoint and target students strengths and weaknesses. Teachers used the results to set up instruction, group and support student's needs accordingly. Study Island, World Book online and Tumble Books were used to help support and enhance the curriculum in the classroom and at home. EFTs in the classroom took students to places and sites they would never experience on their own.**

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	31	PARCC Results – (T.B.A.)	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • 504/IEP/RTI Plans	PARCC Results - (To Be Announced)
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	10	PARCC Results – (T.B.A.)	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • 504/IEP/RTI Plans	PARCC Results - (To Be Announced)
Grade 5				
Grade 6				
Grade 7				
Grade 8				

Grade 11				
Grade 12				

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 -2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1	10	DORA/DOMA Results (TBA)	• Intervention Target Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans	DORA/DOMA Results - (To Be Announced)
Grade 2	6	DORA/DOMA Results (TBA)	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans	DORA/DOMA Results - (To Be Announced)
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1	NJ PASS	ADAM Results	• Intervention Target Tutoring • Lunch Time Target Tutoring	ADAM Results - (To Be Announced)

		(TBA)	• ISIP Target Tutoring • 504/IEP/RTI Plans	
Grade 2	NJ PASS	DORA Results (TBA)	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans	ADAM Results - (To Be Announced)
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
ELA	Students with Disabilities	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans	YES	PARCC Results - (To Be Announced)	NJASK 2014 ELA	Partially Proficient %	Proficient %	Advanced Proficient %
					Total	57.4	42.6	0.00
					General Education	41.7	58.3	0.00
					Special Education	93.9	7.1	0.00
					LEP	55.6	44.4	0.00
					Economically Disadvantaged	57.4	42.6	0.00
Math	Students with Disabilities	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans	YES	PARCC Results - (To Be Announced)	NJASK 2014 Math	Partially Proficient %	Proficient %	Advanced Proficient %
					Total	18.5	33.3	48.1
					General Education	2.8	33.3	63.9
					Special Education	57.1	35.7	7.1
					LEP	18.5	33.3	48.1
					Economically Disadvantaged	18.5	33.3	48.1
ELA	Homeless	N/A					
Math	Homeless	N/A					
ELA	Migrant	N/A					
Math	Migrant	N/A					

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SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
ELA	ELLs	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans • Bilingual Supplemental Materials	YES	PARCC Results - (To Be Announced)	NJASK 2014 ELA	Partially Proficient %	Proficient %	Advanced Proficient %
					Total	57.4	42.6	0.00
					General Education	41.7	58.3	0.00
					Special Education	93.9	7.1	0.00
					LEP	55.6	44.4	0.00
					Economically Disadvantaged	57.4	42.6	0.00
Math	ELLs	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans • Bilingual Supplemental Materials	YES	PARCC Results - (To Be Announced)	NJASK 2014 Math	Partially Proficient %	Proficient %	Advanced Proficient %
					Total	18.5	33.3	48.1
					General Education	2.8	33.3	63.9
					Special Education	57.1	35.7	7.1
					LEP	18.5	33.3	48.1
					Economically Disadvantaged	18.5	33.3	48.1
ELA	Economically Disadvantaged	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans	YES	PARCC Results - (To Be Announced)	NJASK 2014 ELA	Partially Proficient %	Proficient %	Advanced Proficient %
					Total	57.4	42.6	0.00
					General Education	41.7	58.3	0.00
					Special Education	93.9	7.1	0.00
					LEP	55.6	44.4	0.00
					Economically Disadvantaged	57.4	42.6	0.00

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)			
Math	Economically Disadvantaged	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring	YES	PARCC Results - (To Be Announced)	NJASK 2014 Math	Partially Proficient %	Proficient %	Advanced Proficient %
					Total	18.5	33.3	48.1
					General Education	2.8	33.3	63.9
					Special Education	57.1	35.7	7.1
					LEP	18.5	33.3	48.1
					Economically Disadvantaged	18.5	33.3	48.1
ELA	General Education	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans	YES	PARCC Results - (To Be Announced)	NJASK 2014 ELA	Partially Proficient %	Proficient %	Advanced Proficient %
					Total	57.4	42.6	0.00
					General Education	41.7	58.3	0.00
					Special Education	93.9	7.1	0.00
					LEP	55.6	44.4	0.00
					Economically Disadvantaged	57.4	42.6	0.00
Math	General Education	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans	YES	PARCC Results - (To Be Announced)	NJASK 2014 Math	Partially Proficient %	Proficient %	Advanced Proficient %
					Total	18.5	33.3	48.1
					General Education	2.8	33.3	63.9
					Special Education	57.1	35.7	7.1
					LEP	18.5	33.3	48.1
					Economically Disadvantaged	18.5	33.3	48.1

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)			
ELA	Students with Disabilities	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans	YES	PARCC Results - (To Be Announced)	NJASK 2014 ELA	Partially Proficient %	Proficient %	Advanced Proficient %
					Total	57.4	42.6	0.00
					General Education	41.7	58.3	0.00
					Special Education	93.9	7.1	0.00
					LEP	55.6	44.4	0.00
					Economically Disadvantaged	57.4	42.6	0.00
Math	Students with Disabilities	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans	YES	PARCC Results - (To Be Announced)	NJASK 2014 Math	Partially Proficient %	Proficient %	Advanced Proficient %
					Total	18.5	33.3	48.1
					General Education	2.8	33.3	63.9
					Special Education	57.1	35.7	7.1
					LEP	18.5	33.3	48.1
					Economically Disadvantaged	18.5	33.3	48.1
ELA	Homeless	N/A						
Math	Homeless	N/A						
ELA	Migrant	N/A						
Math	Migrant	N/A						
ELA	ELLs	• Intervention Target	YES	PARCC Results - (To Be	NJASK 2014	Partially	Proficient	Advanced

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
		Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans		Announced)	ELA	Proficient %	%	Proficient %
					Total	57.4	42.6	0.00
					General Education	41.7	58.3	0.00
					Special Education	93.9	7.1	0.00
					LEP	55.6	44.4	0.00
					Economically Disadvantaged	57.4	42.6	0.00
Math	ELLs	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans	YES	PARCC Results - (To Be Announced)	NJASK 2014 Math	Partially Proficient %	Proficient %	Advanced Proficient %
					Total	18.5	33.3	48.1
					General Education	2.8	33.3	63.9
					Special Education	57.1	35.7	7.1
					LEP	18.5	33.3	48.1
					Economically Disadvantaged	18.5	33.3	48.1
ELA	Economically Disadvantaged	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans	YES	PARCC Results - (To Be Announced)	NJASK 2014 ELA	Partially Proficient %	Proficient %	Advanced Proficient %
					Total	57.4	42.6	0.00
					General Education	41.7	58.3	0.00
					Special Education	93.9	7.1	0.00
					LEP	55.6	44.4	0.00
					Economically Disadvantaged	57.4	42.6	0.00

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
Math	Economically Disadvantaged	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans	YES	PARCC Results - (To Be Announced)	NJASK 2014 Math	Partially Proficient %	Proficient %	Advanced Proficient %
					Total	18.5	33.3	48.1
					General Education	2.8	33.3	63.9
					Special Education	57.1	35.7	7.1
					LEP	18.5	33.3	48.1
					Economically Disadvantaged	18.5	33.3	48.1
ELA	General Education	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans	YES	PARCC Results - (To Be Announced)	NJASK 2014 ELA	Partially Proficient %	Proficient %	Advanced Proficient %
					Total	57.4	42.6	0.00
					General Education	41.7	58.3	0.00
					Special Education	93.9	7.1	0.00
					LEP	55.6	44.4	0.00
					Economically Disadvantaged	57.4	42.6	0.00
Math	General Education	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans	YES	PARCC Results - (To Be Announced)	NJASK 2014 Math	Partially Proficient %	Proficient %	Advanced Proficient %
					Total	18.5	33.3	48.1
					General Education	2.8	33.3	63.9
					Special Education	57.1	35.7	7.1
					LEP	18.5	33.3	48.1
					Economically Disadvantaged	18.5	33.3	48.1

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	• District Administrative Retreat • District Face to Face Meetings • Administrative Team Meetings • Opening Orientation/Training Day Teachers & Staff • Administrative Profile Checklist • Classroom Walkthroughs • Faculty Meetings • Collaborative Planning Periods - Vertical & Horizontal articulation meetings • Support Services Team Meetings • School Improvement Panel (ScIP) • Summer Institute In-service • (3) District Wide P.D. In-service • (1) January Super Saturday P.D. In-service • District Demonstration Classroom • New Jersey City University – Common Core Academy • Guided Reading In-Service • Common Core State Standards • Learning Framework/Teacher Effectiveness Framework – Jan Rau, External Consultant • P.D. 360 - Edivation Professional Development • Mary Ellen Ledbetter, The Writing Process	YES	• P.D. Attendance Sheets, Evaluations, Certificates-on file • PD 360 (Reports) • ACCESS Data (Reports) • DORA/DOMA/ADAM (Reports) • Study Island (Reports) • Technology Survey • Benchmarks • Portfolios • Teacher Student Growth Objectives ⬇	

		Workshop - External Consultant • Smartboard Training • Flocabulary and Pearson Successnet, Discovery Education, Edmondo, Tumble Books • Apple: OS X, Pages, Numbers, Keynote • Study Island, DORA, DOMA, ADAM, • PARCC Testing Strategies • Daily Components of Balanced Literacy • Read Aloud • Writer's Workshop • Strategies to Improve Classroom Behavior ⬇			
Math	Students with Disabilities	⬇	YES	⬇	
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	⬇		⬇	
Math	ELLs	⬇		⬇	
ELA	Economically Disadvantaged	⬇		⬇	
Math	Economically Disadvantaged	⬇		⬇	

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

ELA		⬇		⬇	
Math		⬇		⬇	

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	• Support Services Parent Training • Parent Teacher Organization • School Improvement Panel (ScIP) • (10) Parent Empowerment Workshops • Back to School Night • Thanksgiving Drive • Parents' Night • Hispanic Heritage Day • Holiday Show • Read Across America • School "Caught Being Good" Initiative • School Student of the Month Initiative • School Web Page • School Calendar/Home School Communications • School/District Email • Para Professional Training • Backboard Connect	YES	• Attendance / Sign in sheet • Agendas • Positive Evaluations • Parent Survey ⬇	• Increase positive Parent Involvement and School Climate focused on high student achievement. • Meet / increase number of family participation by 2% - a reasonable goal • 300 Parent Households / 2% increase = 30 Households, as documented by yearly parent participation surveys • Parent involvement plays an important role in improving students' success and academic achievement. Under the leadership and guidance of the administrative team, parent liaison, and Parent Teacher Organization families can be involved in a myriad of ways, such as; parent-teacher meetings, parental conferences, volunteering, monthly parent breakfasts, parent workshops, fundraising activities, special holidays, traditions and celebrations activities, community resources and lastly, the decision making process of the School Improvement Panel (ScIP)

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Announcement ⬇			⬇
Math	Students with Disabilities	⬇		⬇	⬇
ELA	Homeless	N/A			
=uy Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	⬇	YES	⬇	⬇
Math	ELLs	⬇	YES	⬇	⬇
ELA	Economically Disadvantaged	⬇	YES	⬇	⬇
Math	Economically Disadvantaged	⬇	YES	⬇	⬇
ELA	General Education	⬇	YES	⬇	⬇
Math	General Education	⬇	YES	⬇	⬇

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)]   that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)	
Academic Achievement – Reading	Standardized test results - PARCC, ACCESS, DORA/DOMA/ADAM, IPT, DIBELS Assessment, AMO, ESI-R Early Screening Inventory, Pre-School Observation Record (COOR) District Assessments, Study Island, Benchmarks, Portfolios, Marking period exam, teacher created exams, report cards, progress reports, ISIP reports, Teacher Observations, Teacher Student Growth Objectives	Demonstrated Gain Report DORA	1st Grade
		% of Students	Comprehension
		No Gains	35.6
		Moderate Gains	34.2
		High Gains	30.1
		Demonstrated Gain Report DORA	2nd[st] Grade
		%of Students	Comprehension
		No Gains	35.5
		Moderate Gains	16.1
		High Gains	48.4
		⬇	
Academic Achievement - Writing	Standardized test results - PARCC, ACCESS, DORA/DOMA/ADAM, IPT, DIBELS Assessment, AMO, ESI-R Early Screening Inventory, Pre-School Observation Record (COOR) District Assessments, Study Island, Benchmarks, Portfolios, Marking period exam, teacher created exams, report cards, progress	The continual evaluation of multiple measures is critical to achieving school success. Student assessment data is continuously analyzed and presented, to effective educational decisions, drive instructional plans, address school & district priority problems for all student populations, and focus on AMO demands. All assessments are aligned to the Common Core State Standard and district curricula. Assessment data indicates the strengths and weaknesses, and identifies specific priorities for improving student achievement.	

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	reports, ISIP reports, Teacher Observations, Teacher Student Growth Objectives	
Academic Achievement – Mathematics	Standardized test results - PARCC, ACCESS, ADAM, IPT, DIBELS Assessment, AMO, ESI-R Early Screening Inventory, Pre-School Observation Record (COOR) District Assessments, Study Island, Benchmarks, Portfolios, Marking period exam, teacher created exams, report cards, progress reports, ISIP reports, Teacher Observations, Teacher Student Growth Objectives	The continual evaluation of multiple measures is critical to achieving school success. Student assessment data is continuously analyzed and presented, to effective educational decisions, drive instructional plans, address school & district priority problems for all student populations, and focus on AMO demands. All assessments are aligned to the Common Core State Standard and district curricula. Assessment data indicates the strengths and weaknesses, and identifies specific priorities for improving student achievement.
Family and Community Engagement	• Support Services Parent Training • Parent Teacher Organization • School Improvement Panel (ScIP) • (10) Parent Empowerment Workshops • Back to School Night • Thanksgiving Drive • Parents' Night • Hispanic Heritage Day • Holiday Show • Read Across America • School "Caught Being Good" Initiative • School Student of the Month Initiative	YES

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	• School Web Page • School Calendar/Home School Communications • School/District Email • Para Professional Training • Backboard Connect Announcement	
Professional Development	• P.D. Attendance Sheets, Evaluations, Certificates-on file • NJCU Common Core Academy • Learning Frameworks (Reports) • PD 360 (Reports) • NJ ASK Data (Reports) • NJ PASS Data (Reports) • ACCESS Data (Reports) • DORA/DOMA/ADAM (Reports) • Study Island (Reports) • Technology Survey • Benchmarks • Portfolios • Teacher Student Growth Objectives	• Ongoing, short and long range, improvement to build capacity in effective educational pedagogy, aligned to the Common Core State Standards and focused on academic rigor. • Requirements to ensure all staff understand district program requirements, policies and procedures. • Training on a wide range of knowledge and abilities in order to provide high-quality instruction and support improved student results. • Curriculum is aligned to the Common Core State Standards, assessments, learning objectives and outcomes in all subject areas and for all student populations. • In-class modeling, mentoring, and small group grade level training.
Leadership	• District Administrative Retreat • District Face to Face Meetings • Administrative Team Meetings • District Vertical & Horizontal Articulation Meetings	Strong administrative leadership that understands and communicates the school's vision and mission which focuses on teaching and learning in order to maximize student achievement. Creating a respectful and supportive school learning culture through effective and collaborative decision making with all stakeholders.
School Climate and Culture	• Collaborative Meetings • Vertical & Horizontal Articulation Meetings • Monthly Suspension/Incidents	High expectations for academic achievement for all students and all members of the school community. It is critical in providing quality education and attainment of the school's vision and mission. A positive and supportive school environment, which communicates high levels of

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Reports • School "Caught Being Good" Initiative • School Student of the Month Initiative	expectations where everyone is physically and emotionally supported.
School-Based Youth Services	N/A	
Students with Disabilities	Standardized test results - PARCC, ACCESS, DORA/DOMA/ADAM, IPT, DIBELS Assessment, AMO, ESI-R Early Screening Inventory, Pre-School Observation Record (COOR) District Assessments, Study Island, Benchmarks, Portfolios, Marking period exam, teacher created exams, report cards, progress reports, ISIP reports, Teacher Observations, Teacher Student Growth Objectives	The continual evaluation of multiple measures is critical to achieving school success. Student assessment data is continuously analyzed and presented, to effective educational decisions, drive instructional plans, address school & district priority problems for all student populations, and focus on AMO demands. All assessments are aligned to the Common Core State Standard and district curricula. Assessment data indicates the strengths and weaknesses, and identifies specific priorities for improving student achievement.
Homeless Students	N/A	
Migrant Students	N/A	
English Language Learners	Standardized test results - PARCC, ACCESS, DORA/DOMA/ADAM, IPT, DIBELS Assessment, AMO, ESI-R Early Screening Inventory, Pre-School Observation Record (COOR) District Assessments, Study Island, Benchmarks, Portfolios, Marking period exam, teacher created exams, report cards, progress reports, ISIP reports, Teacher	The continual evaluation of multiple measures is critical to achieving school success. Student assessment data is continuously analyzed and presented, to effective educational decisions, drive instructional plans, address school & district priority problems for all student populations, and focus on AMO demands. All assessments are aligned to the Common Core State Standard and district curricula. Assessment data indicates the strengths and weaknesses, and identifies specific priorities for improving student achievement.

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Observations, Teacher Student Growth Objectives	
Economically Disadvantaged	Standardized test results - PARCC, ACCESS, DORA/DOMA/ADAM, IPT, DIBELS Assessment, AMO, ESI-R Early Screening Inventory, Pre-School Observation Record (COOR) District Assessments, Study Island, Benchmarks, Portfolios, Marking period exam, teacher created exams, report cards, progress reports, ISIP reports, Teacher Observations, Teacher Student Growth Objectives	The continual evaluation of multiple measures is critical to achieving school success. Student assessment data is continuously analyzed and presented, to effective educational decisions, drive instructional plans, address school & district priority problems for all student populations, and focus on AMO demands. All assessments are aligned to the Common Core State Standard and district curricula. Assessment data indicates the strengths and weaknesses, and identifies specific priorities for improving student achievement.

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its needs assessment? **At the school level academic decisions are data driven. The district's Principal in charge of Assessment Data, Jefferson school administration, School Improvement Panel, and faculty reviewed the prior year's assessments to determine the needs for 2015-16 school year. Data collected from standardized tests and state assessments are analyzed to determine if AMO was achieved, especially in the sub groups. Surveys, focus groups, benchmarks, district assessments interviews, attendance, discipline/promotion trends, instruction time, teacher qualifications, retentions, experimental control designs, socialization and at-risk behaviors were utilized to improve student performance and assist in meeting rigorous academic standards.**

2. What process did the school use to collect and compile data for student subgroups? **In addition to the analysis of the PARCC (TBA Scores,)ACCESS, DORA, DOMA, ADAM and district benchmarks, exams and math assessments are also analyzed to obtain student results. After receiving the data from the LEA, the scores are reviewed by the Administrative Team and the School Improvement Panel. At the school level, the results are divided into categories where the data is further scrutinized to plan for student's fall academic placement. Remedial programs /after school assignments are also planned for identified students. In addition, the school based Support Service Team accesses additional data, which is collected to assist with proper student placement.**

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1]   **Results are analyzed and mathematical equations are developed for identification within each performance category. A matrix is then developed for ranking students within the hierarchy of test level achievement. In utilizing the calculations within the matrix, the group can be examined and deficiencies in sub group scores identified. Furthermore, a scatter graph showing individual student scores, as compared to prior year's results, provides academic challenges.**

4. What did the data analysis reveal regarding classroom instruction? **The data analysis reveals that classroom instruction needs to incorporate Common Core rigor, the spiraling of basic skills that have not been mastered in the previous years and/or marking periods. Lesson plans should be designed to integrate a variety of strategies and techniques allowing for student success.**

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[1] Definitions taken from Understanding Research Methods" by Mildred Patten
    Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Data analysis reveals a need for more intensive, ongoing, embedded, research-based professional development for all faculty and staff such as:

- **Improve teacher training and provide teachers with data to make informed decisions regarding instruction.**
- **Improve professional development that is ongoing and that builds capacity in effective educational pedagogy, that is aligned to the Common Core State Standards, in Language Arts Literacy and Mathematics, and that is focused on academic rigor and support the subgroup populations.**
- **Improve faculty and staff training and understanding on required district program requirements, policies and procedures.**
- **Smart Board technology - Integration & interactive learning, in the classroom where students are engaged in order to maximize student achievement**
- **P.D. 360 a researched based Professional Development Library - Integration of technology & professional development resources to build sustainability and capacity with teaching and learning strategies, which are designed to be job-embedded and ongoing.**

6. How does the school identify educationally at-risk students in a timely manner? **The school based administrative team, with the assistance of the LEA, meet during the summer to identify at –risk students. By utilizing the data of the state standardized tests, district assessments, benchmarks and marking period exams, students are scheduled for appropriate placement in the fall.**

7. How does the school provide effective interventions to educationally at-risk students? **At-risk students are provided assistance during school and after are geared to increasing student achievement. Additional materials that focus on the skills that need to be improved are purchased. The at-risk population receives small group instruction targeting the individual skills that need to be developed. They are then placed into the targeted intervention programs during the school day and extended day after school programs. As for the Union City model, students attend subject specific after school sessions from December to April. In school intervention programs are also scheduled. These programs are designed to ensure that all students achieve academic success on the state assessments. Monthly assessment via the web based "Study Island" program provides updated progress of students. If these assessments indicate that the student is still in need of assistance, then the student is usually referred to the Student Staff Support Team, and the ISIP process.**

8. How does the school address the needs of migrant students? **There are no migrant students at Jefferson School.**

9. How does the school address the needs of homeless students? **There are no homeless students at Jefferson School.**

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? **Teachers are engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program through collaborative planning meetings, monthly teacher meetings, School Improvement Panel, vertical and horizontal articulation, district professional development, building level professional development, external consultants.**

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school? **Union City provides assistance in the form of Master teachers to support the community providers with the implementation of the Union City curriculum. Master teachers are responsible for turn-keying the district professional development workshop information to the community provider's staff. Super Saturday and Summer Institute professional development workshops are open to all community providers. Jefferson's principal and Pre-K and Kindergarten Staff members visit the community providers periodically. To provide a seamless transition, each Spring the incoming students and their teachers visit Jefferson's kindergarten. Early Learning Assessment System (ELAS) provides a profile of all incoming kindergarten Students.**

12. How did the school select the priority problems and root causes for the 2015-2016 school wide plan? **Jefferson School, in conjunction with the School Improvement Panel, assesses student achievement on Standardized test results, APA, DORA, DOMA, ACCESS and IPT. Then the data is utilized as a foundation for identifying Jefferson School's priority problems and setting future goals for maximizing student achievement.**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Student Achievement - Language Arts Literacy Concentrating on differentiated instruction and effective classroom practices in order to meet the needs of all students with particular emphasis for ELL and Special Needs populations	Student Achievement – Mathematics Concentrating on differentiated instruction and effective classroom practices in order to meet the needs of all students with particular emphasis for ELL and Special Needs populations
Describe the priority problem using at least two data sources	Closing the Achievement Gap	Closing the Achievement Gap
Describe the root causes of the problem	Professional Development in differentiated instruction and effective classroom practices is necessary in order to meet the needs of all students with particular emphasis for ELL and Special Needs populations	Professional Development in differentiated instruction and effective classroom practices is necessary in order to meet the needs of all students with particular emphasis for ELL and Special Needs populations
Subgroups or populations addressed	All Students Students With Disabilities Economically Disadvantaged ELL	All Students Students With Disabilities Economically Disadvantaged ELL
Related content area missed (i.e., ELA, Mathematics)	Language Arts Literacy/Mathematics/Technology Education	Language Arts Literacy/Mathematics/Technology Education
Name of scientifically research based intervention to address priority problems	• All teachers will receive professional development for staff Intensive training focusing on PBL, higher order of thinking skills, inquiry based learning and differentiated instruction. • All students including ELL and Special Education will continue to receive scientifically based instruction as prescribed in the Humanities and Mathematics curricula as well as other Union City curricula that reflects the Common Core Content Standards. • All students including ELL and Special Needs will receive additional, individual/ small group	• All teachers will receive professional development for staff Intensive training focusing on PBL, higher order of thinking skills, inquiry based learning and differentiated instruction. • All students including ELL and Special Education will continue to receive scientifically based instruction as prescribed in the Humanities and Mathematics curricula as well as other Union City curricula that reflects the Common Core Content Standards. • All students including ELL and Special Needs will receive additional, individual/ small group

	instruction /intervention programs in language arts literacy during the school day as well as the Extended Day program.	**instruction /intervention programs in language arts literacy during the school day as well as the Extended Day program.**
How does the intervention align with the Common Core State Standards?	Teaching in the core academic subjects will be driven by district curricula that reflect the Common Core Content Standards.	

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Student Achievement – Technology Literacy Concentrating on differentiated instruction and effective classroom practices in order to meet the needs of all students with particular emphasis for ELL and Special Needs populations	
Describe the priority problem using at least two data sources	Closing the Achievement Gap	
Describe the root causes of the problem	Professional Development in differentiated instruction and effective classroom practices is necessary in order to meet the needs of all students with particular emphasis for ELL and Special Needs populations	
Subgroups or populations addressed	All Students Students With Disabilities Economically Disadvantaged Ell	
Related content area missed (i.e., ELA, Mathematics)	Language Arts Literacy/Mathematics	
Name of scientifically research based intervention to address priority problems	• All teachers will receive professional development for staff Intensive training focusing on PBL, higher order of thinking skills, inquiry based learning and differentiated instruction. • All students including ELL and Special Education will continue to receive scientifically based instruction as	

	prescribed in the Humanities and Mathematics curricula as well as other Union City curricula that reflects the Common Core Content Standards. • All students including ELL and Special Needs will receive additional, individual/ small group instruction /intervention programs in language arts literacy during the school day as well as the Extended Day program.	
How does the intervention align with the Common Core State Standards?	Teaching in the core academic subjects will be driven by district curricula that reflect the Common Core Content Standards.	

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
*ESEA §1114(b)(I)(B) strengthen the core academic program in the school;*				
ELA	Students with Disabilities	• *Intervention Target Tutoring • *Extended Day Tutoring • *Lunch Time Target Tutoring • *ISIP Target Tutoring • 504/IEP/RTI Plans	• Administrators • Administrative Team • Intervention Team • Teachers	• PARCC & ACCESS Results - (To Be Announced) • P.D. Evaluations, Certificates-on file • Review of PD 360 (Reports) • DORA/DOMA/ADAM (Reports) • Study Island (Reports) • Technology (Reports) • Curricula Assessments Results • Benchmarks/Portfolios	IES Institute of Education Services http://ies.edgov/ncee/wwc
Math	Students with Disabilities	• *Intervention Target Tutoring • *Extended Day Tutoring • *Lunch Time Target Tutoring • *ISIP Target Tutoring • 504/IEP/RTI Plans	• Administrators • Administrative Team • Intervention Team • Teachers	• PARCC & ACCESS Results - (To Be Announced) • P.D. Evaluations, Certificates-on file • Review of PD 360 (Reports) • DORA/DOMA/ADAM (Reports) • Study Island (Reports) • Technology (Reports) • Curricula Assessments Results • Benchmarks/Portfolios	IES Institute of Education Services http://ies.edgov/ncee/wwc
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	• *Intervention Target Tutoring • *Extended Day Tutoring • *Lunch Time Target Tutoring • *ISIP Target Tutoring • 504/IEP/RTI Plans	• Administrators • Administrative Team • Intervention Team • Teachers	⬇	IES Institute of Education Services http://ies.edgov/ncee/wwc
Math	ELLs	• *Intervention Target Tutoring • *Extended Day Tutoring • *Lunch Time Target Tutoring • *ISIP Target Tutoring • 504/IEP/RTI Plans	• Administrators • Administrative Team • Intervention Team • Teachers	⬇	IES Institute of Education Services http://ies.edgov/ncee/wwc
ELA	Economically Disadvantaged	• *Intervention Target Tutoring • *Extended Day Tutoring • *Lunch Time Target Tutoring • *ISIP Target Tutoring • 504/IEP/RTI Plans	• Administrators • Administrative Team • Intervention Team • Teachers	⬇	IES Institute of Education Services http://ies.edgov/ncee/wwc
Math	Economically Disadvantaged	• *Intervention Target Tutoring • *Extended Day Tutoring • *Lunch Time	• Administrators • Administrative Team • Intervention	⬇	IES Institute of Education Services http://ies.edgov/ncee/wwc

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Target Tutoring • *ISIP Target Tutoring • 504/IEP/RTI Plans	Team • Teachers		
ELA	General Education	• *Intervention Target Tutoring • *Extended Day Tutoring • *Lunch Time Target Tutoring • *ISIP Target Tutoring • 504/IEP/RTI Plans	• Administrators • Administrative Team • Intervention Team • Teachers	⬇	IES Institute of Education Services http://ies.edgov/ncee/wwc
Math	General Education	• *Intervention Target Tutoring • *Extended Day Tutoring • *Lunch Time Target Tutoring • *ISIP Target Tutoring • 504/IEP/RTI Plans	• Administrators • Administrative Team • Intervention Team • Teachers	⬇	IES Institute of Education Services http://ies.edgov/ncee/wwc

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	• *Intervention Target Tutoring • *Extended Day Tutoring • *Lunch Time Target Tutoring • *ISIP Target Tutoring • 504/IEP/RTI Plans	• Administrators • Administrative Team • Intervention Team • Technology Support Team • Teachers	• PARCC & ACCESS Results - (To Be Announced) • P.D. Evaluations, Certificates-on file • Review of PD 360 (Reports) • DORA/DOMA/ADAM (Reports) • Study Island (Reports) • Technology (Reports) • Curricula Assessments Results • Benchmarks/Portfolios	IES Institute of Education Services http://ies.edgov/ncee/wwc
Math	Students with Disabilities	• *Intervention Target Tutoring • *Extended Day Tutoring • *Lunch Time Target Tutoring • *ISIP Target Tutoring • 504/IEP/RTI Plans	• Administrators • Administrative Team • Intervention Team • Technology Support Team • Teachers	• PARCC & ACCESS Results - (To Be Announced) • P.D. Evaluations, Certificates-on file • Review of PD 360 (Reports) • DORA/DOMA/ADAM (Reports) • Study Island (Reports) • Technology (Reports) • Curricula Assessments Results • Benchmarks/Portfolios	IES Institute of Education Services http://ies.edgov/ncee/wwc
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an _extended school year and before- and after-school and summer programs and opportunities_, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	*Intervention Target Tutoring *Extended Day Tutoring *Lunch Time Target Tutoring *ISIP Target Tutoring 504/IEP/RTI Plans - Bilingual Supplemental Materials - SIOP Training	- Administrators - Administrative Team - Intervention Team - Technology Support Team - Teachers	- PARCC & ACCESS Results - (To Be Announced) - P.D. Evaluations, Certificates-on file - Review of PD 360 (Reports) - DORA/DOMA/ADAM (Reports) - Study Island (Reports) - Technology (Reports) - Curricula Assessments Results - Benchmarks/Portfolios	IES Institute of Education Services http://ies.edgov/ncee/wwc
Math	ELLs	*Intervention Target Tutoring *Extended Day Tutoring *Lunch Time Target Tutoring *ISIP Target Tutoring 504/IEP/RTI Plans - Bilingual Supplemental Materials - SIOP Training	- Administrators - Administrative Team - Intervention Team - Technology Support Team - Teachers	- PARCC & ACCESS Results - (To Be Announced) - P.D. Evaluations, Certificates-on file - Review of PD 360 (Reports) - DORA/DOMA/ADAM (Reports) - Study Island (Reports) - Technology (Reports) - Curricula Assessments Results - Benchmarks/Portfolios	IES Institute of Education Services http://ies.edgov/ncee/wwc
ELA	Economically Disadvantaged	*Intervention Target Tutoring *Extended Day Tutoring *Lunch Time Target Tutoring	- Administrators - Administrative Team - Intervention	- PARCC & ACCESS Results - (To Be Announced) - P.D. Evaluations, Certificates-on file - Review of PD 360 (Reports) - DORA/DOMA/ADAM (Reports)	IES Institute of Education Services http://ies.edgov/ncee/wwc

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities,</u> and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		• *ISIP Target Tutoring • 504/IEP/RTI Plans	Team • Technology Support Team • Teachers	• Study Island (Reports) • Technology (Reports) • Curricula Assessments Results • Benchmarks/Portfolios	
Math	Economically Disadvantaged	• *Intervention Target Tutoring • *Extended Day Tutoring • *Lunch Time Target Tutoring • *ISIP Target Tutoring • 504/IEP/RTI Plans	• Administrators • Administrative Team • Intervention Team • Technology Support Team • Teachers	• PARCC & ACCESS Results - (To Be Announced) • P.D. Evaluations, Certificates-on file • Review of PD 360 (Reports) • DORA/DOMA/ADAM (Reports) • Study Island (Reports) • Technology (Reports) • Curricula Assessments Results • Benchmarks/Portfolios	IES Institute of Education Services http://ies.edgov/ncee/wwc
ELA	General Education	• Intervention Target Tutoring • Extended Day Tutoring • Lunch Time Target Tutoring • ISIP Target Tutoring • 504/IEP/RTI Plans	• Administrators • Administrative Team • Intervention Team • Technology Support Team • Teachers	• PARCC & ACCESS Results - (To Be Announced) • P.D. Evaluations, Certificates-on file • Review of PD 360 (Reports) • DORA/DOMA/ADAM (Reports) • Study Island (Reports) • Technology (Reports) • Curricula Assessments Results • Benchmarks/Portfolios	IES Institute of Education Services http://ies.edgov/ncee/wwc
Math	General Education	• *Intervention Target Tutoring • *Extended Day Tutoring • *Lunch Time	• Administrators • Administrative Team • Intervention	• PARCC & ACCESS Results - (To Be Announced) • P.D. Evaluations, Certificates-on file • Review of PD 360 (Reports)	IES Institute of Education Services http://ies.edgov/ncee/wwc

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Target Tutoring • *ISIP Target Tutoring • 504/IEP/RTI Plans	Team • Technology Support Team • Teachers	• DORA/DOMA/ADAM (Reports) • Study Island (Reports) • Technology (Reports) • Curricula Assessments Results • Benchmarks/Portfolios	

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	• District Administrative Retreat • District Face to Face Meetings • Administrative Team Meetings • Opening Orientation/Training Day Teachers & Staff • Administrative Profile Checklist • Classroom Walkthroughs • Faculty Meetings • Collaborative Planning Periods - Vertical & Horizontal articulation meetings • Support Services Team Meetings • School Improvement Panel (ScIP) • Summer Institute • (3) District Wide P.D. In-service • (1) January Super Saturday P.D. In-service • District Demonstration Classroom	• Administrators • Administrative Team • Intervention Team • Technology Support Team • Teachers	• PARCC & ACCESS Results - (To Be Announced) • P.D. Evaluations, Certificates-on file • Review of PD 360 (Reports) • DORA/DOMA/ADAM (Reports) • Study Island (Reports) • Technology (Reports) • Curricula Assessments Results • Benchmarks/Portfolios ↓	IES Institute of Education Services http://ies.edgov/ncee/wwc

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		• *New Jersey City University – Common Core Academy • *Guided Reading In-Service • *Common Core State Standards • *Learning Framework/Teacher Effectiveness Framework – Jan Rau, External Consultant • P.D. 360 - Edivation Professional Development • *Mary Ellen Ledbetter, The Writing Process Workshop - External Consultant • *Smartboard Training • *Flocabulary and Pearson Successnet, Discovery Education, Nettrekker, Edmondo, Troll Books • *Apple: OS X, Pages, Numbers, Keynote • Study Island, DORA, DOMA, ADAM,		⬇	

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		• *PARCC Testing Strategies • *Daily Components of Balanced Literacy • *Read Aloud • *Writer's Workshop • *Strategies to Improve Classroom Behavior			
Math	Students with Disabilities	↓	• Administrators • Administrative Team • Intervention Team • Technology Support Team • Teachers	• PARCC & ACCESS Results - (To Be Announced) • P.D. Evaluations, Certificates-on file • Review of PD 360 (Reports) • DORA/DOMA/ADAM (Reports) • Study Island (Reports) • Technology (Reports) • Curricula Assessments Results	IES Institute of Education Services http://ies.edgov/ncee/wwc

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				• Benchmarks/Portfolios	
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	↓	• Administrators • Administrative Team • Intervention Team • Technology Support Team • Teachers	• PARCC & ACCESS Results - (To Be Announced) • P.D. Evaluations, Certificates-on file • Review of PD 360 (Reports) • DORA/DOMA/ADAM (Reports) • Study Island (Reports) • Technology (Reports) • Curricula Assessments Results • Benchmarks/Portfolios	IES Institute of Education Services http://ies.edgov/ncee/wwc
Math	ELLs	↓	• Administrators • Administrative Team • Intervention Team • Technology Support Team	• PARCC & ACCESS Results - (To Be Announced) • P.D. Evaluations, Certificates-on file • Review of PD 360 (Reports) • DORA/DOMA/ADAM (Reports) • Study Island (Reports) • Technology (Reports)	IES Institute of Education Services http://ies.edgov/ncee/wwc

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			• Teachers	• Curricula Assessments Results Benchmarks/Portfolios	
ELA	Economically Disadvantaged	⬇	• Administrators • Administrative Team • Intervention Team • Technology Support Team • Teachers	• PARCC & ACCESS Results - (To Be Announced) • P.D. Evaluations, Certificates-on file • Review of PD 360 (Reports) • DORA/DOMA/ADAM (Reports) • Study Island (Reports) • Technology (Reports) • Curricula Assessments Results • Benchmarks/Portfolios	IES Institute of Education Services http://ies.edgov/ncee/wwc
Math	Economically Disadvantaged	⬇	• Administrators • Administrative Team • Intervention Team • Technology Support Team • Teachers Team Teachers	• PARCC & ACCESS Results - (To Be Announced) • P.D. Evaluations, Certificates-on file • Review of PD 360 (Reports) • DORA/DOMA/ADAM (Reports) • Study Island (Reports) • Technology (Reports) • Curricula Assessments Results • Benchmarks/Portfolios	IES Institute of Education Services http://ies.edgov/ncee/wwc
ELA	General Education	⬇	• Administrators	• PARCC & ACCESS Results -	IES Institute of Education Services

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			• Administrative Team • Intervention Team • Technology Support Team • Teachers	(To Be Announced) • P.D. Evaluations, Certificates-on file • Review of PD 360 (Reports) • DORA/DOMA/ADAM (Reports) • Study Island (Reports) • Technology (Reports) • Curricula Assessments Results • Benchmarks/Portfolios	http://ies.edgov/ncee/wwc
Math	General Education	⬇	• Administrators • Administrative Team • Intervention Team • Technology Support Team • Teachers	• PARCC & ACCESS Results - (To Be Announced) • P.D. Evaluations, Certificates-on file • Review of PD 360 (Reports) • DORA/DOMA/ADAM (Reports) • Study Island (Reports) • Technology (Reports) • Curricula Assessments Results • Benchmarks/Portfolios	IES Institute of Education Services http://ies.edgov/ncee/wwc

Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the school wide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? **The Principal, School Improvement Panel, Bilingual At-Risk Leader, Title I District Wide Coordinator. The review will be conducted internally and externally.**

2. What barriers or challenges does the school anticipate during the implementation process? **Barriers and challenges are class sizes, children with behavioral issues, full staffing and Bilingual Staff.**

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? **The school obtained the necessary buy-in from all stakeholders through outside trainings, outside consultants, in service training, support from administrators, modeling, parent meetings and workshops.**

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **The staffs' perception will be measured through weekly collaborative meeting feedback.**

5. What measurement tool(s) will the school use to gauge the perceptions of the community? **Community's perceptions will be measured using parent survey, parent breakfast feedback, parent meetings with principal.**

6. How will the school structure interventions? **Interventions will be structured using detail analysis of test scores, class performance, portfolios, benchmarks, social and emotional behavior and medical conditions.**

7. How frequently will students receive instructional interventions? **Students will receive daily target tutoring, instructional interventions in accordance with IEPs, RTI, 504 plans and/or as needed on weekly and/or daily bases.**

8. What resources/ technologies will the school use to support the school wide program? **Laptops, IPads, computer stations, Smart Boards, electronic field trips (EFTs) were all utilized to support the program. Technology resources utilized to support and enhance the curriculua are Lets Go Learn, Brainpop Jr., Brainpop ESL, DOMA/DORA/ADMA, Study Island, Discovery Education, and World Book online.**

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? **Pre and Post DORA, DOMA scores, standardized test results, and benchmarks.**

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? There are many policies/procedures in place for disseminating information to our parents. Currently we provide information via:
    - Regular written communications in English and Spanish
    - School Report Card
    - School Progress Reports
    - Assessment Data - Parent Reports
    - Parent Teacher Organization meetings
    - Board of Education Newsletter
    - Back to School Night via the principal's address
    - Parents' Night
    - Yearly Parent Teacher Conferences
    - Backboard Connect Messaging
    - School Web Page
    - School Calendar/Home School Communications
    - School/District Email

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services	

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	• Support Services Parent Training/ IEP Meetings • Parent Teacher Organization • School Improvement Panel (ScIP) • (10) Parent Empowerment Workshops • Back to School Night • *Thanksgiving Drive • Parents' Night • Hispanic Heritage Day • *Holiday Show • Read Across America • *School "Caught Being Good" Initiative • *School Student of the Month Initiative • School Web Page • School Calendar/Home School Communications • School/District Email • *Para Professional	• Administrators • Administrative Team • Parent Liaison • Support Services Team • Intervention Team • Teachers • Technology Support Team	• Increase positive Parent Involvement participation and School Climate focused on high student achievement. • Meet / increase number of family participation by 2% - a reasonable goal • Increase in Positive Evaluations • Increase in Positive Parent Survey • Parent involvement plays an important role in improving students' success and academic achievement. Under the leadership and guidance of the administrative team, parent liaison, and Parent Teacher Organization families can be involved in a myriad of ways, such as; parent-teacher meetings, parental conferences, volunteering, monthly parent breakfasts, parent workshops, fundraising activities, special holidays, traditions and celebrations activities, community resources and lastly, the decision making process of the School	IES Institute of Education Services http://ies.edgov/ncee/wwc

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Training • Backboard Connect Announcement		Improvement Panel (ScIP)	
Math	Students with Disabilities	↓	• Administrators • Administrative Team • Parent Liaison • Support Services Team • Intervention Team • Teachers • Technology Support Team	↓	
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	↓	• Administrators • Administrative Team • Parent Liaison • Support Services Team	↓	IES Institute of Education Services http://ies.edgov/ncee/wwc

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			• Intervention Team • Teachers • Technology Support Team		
Math	ELLs	↓	• Administrators • Administrative Team • Parent Liaison • Support Services Team • Intervention Team • Teachers • Technology Support Team	↓	ES Institute of Education Services http://ies.edgov/ncee/wwc
ELA	Economically Disadvantaged	↓	• Administrators • Administrative Team • Parent Liaison • Support Services Team • Intervention Team • Teachers • Technology	↓	IES Institute of Education Services http://ies.edgov/ncee/wwc

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Support Team		
Math	Economically Disadvantaged	⬇	• Administrators • Administrative Team • Parent Liaison • Support Services Team • Intervention Team • Teachers • Technology Support Team	⬇	IES Institute of Education Services http://ies.edgov/ncee/wwc
ELA	General Education	⬇	• Administrators • Administrative Team • Parent Liaison • Support Services Team • Intervention Team • Teachers • Technology Support Team	⬇	IES Institute of Education Services http://ies.edgov/ncee/wwc
Math	General Education	⬇	• Administrators • Administrative	⬇	IES Institute of Education Services

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Team • Parent Liaison • Support Services Team • Intervention Team • Teachers • Technology Support Team		http://ies.edgov/ncee/wwc

Use an asterisk to denote new programs.

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? **Research shows that children of parents who are involved in their education have greater chance of educational success. Therefore, our school provides many opportunities that promote parental involvement which are outlined in the chart above. On the district level parents are provided classes at the Adult Learning Center were they could take computer classes, learn English and take classes to earn their GED. There is also a health care center, library and cultural center at Jose Marti Community School open to serve and inform all parents.**

2. How will the school engage parents in the development of the written parent involvement policy? **Parent involvement is the key factor for student success. By fostering parent participation we are increasing the potential for student academic success as measured by the PARCC and numerous district and school based assessments. The Union City Board of Education seeks to support families in their endeavors that will encourage student achievement, develop successful partnerships with parents, and view student achievement as a shared responsibility with all stakeholders who play important roles in supporting children's learning. Jefferson School seeks to build a successful parent partnership and provide an atmosphere where parents and children spend time together building a foundation for education development. The focus of the Jefferson School Parent Involvement program is multi faceted and promotes and supports parent teaching and parent education.   The Jefferson School Parent Involvement measurable goal and target is that there will be a 3% increase in parental participation and attendance in the 2015-2016 academic school year, compared to the 2014-2015 academic school year at the following activities and events:**

- **Support Services Parent Training**
- **Parent Teacher Organization**
- **School Improvement Panel (ScIP)**
- **School Report Card**
- **School Progress Reports**
- **(10) Parent Empowerment Workshops**
- **Back to School Night**
- **Thanksgiving Drive**
- **Parents' Night**
- **Hispanic Heritage Day**

- **Holiday Show**
- **Read Across America**
- **School "Caught Being Good" Initiative**
- **School Student of the Month Initiative**
- **School Web Page**
- **School Calendar/Home School Communications**
- **School/District Email**
- **Para Professional Training**
- **Blackboard Connect**

3. How will the school distribute its written parent involvement policy? **Copies of the School Compact are distributed at Back to School Night.**

4. How will the school engage parents in the development of the school-parent compact? **Input is received from parent groups in the development of the school-parent compact.**

5. How will the school ensure that parents receive and review the school-parent compact? **Parents will receive the compact during registration. They are asked to review it, sign and return to the school. It is filed in the student's cumulative folder. Compacts are also distributed and discussed at Back to School Night.**

6. How will the school report its student achievement data to families and the community? **There are many policies/procedures in place for disseminating information to our parents. Currently we provide information via:**

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III? **The district has not met their annual measurable objectives for Title III. School will notify parents as set forth by the State/Federal guidelines that are to be strictly followed.**

8. How will the school inform families and the community of the school's disaggregated assessment results? **Surveys are sent home to the parents. As members of the School Improvement Panel parental input was discussed at the monthly meetings.**

9. How will the school involve families and the community in the development of the Title I School wide Plan? **Surveys are sent home to the parents. As members of the School Improvement Panel parental input will be discussed at the monthly meetings.**

10. How will the school inform families about the academic achievement of their child/children? **There are many policies/procedures in place for disseminating information to our parents. Currently we provide information via:**

   - **Support Services Parent Training**
   - **Parent Teacher Organization**
   - **School Improvement Panel (ScIP)**
   - **School Report Card**

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

- School Progress Reports
- (10) Parent Empowerment Workshops
- Back to School Night
- Thanksgiving Drive
- Parents' Night
- Hispanic Heritage Day
- Holiday Show
- Read Across America

- School "Caught Being Good" Initiative
- School Student of the Month Initiative
- School Web Page
- School Calendar/Home School Communications
- School/District Email
- Para Professional Training
- Blackboard Connect

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? **Parent Workshops, Parent Presenters, Parent Lending Library.**

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	• New Teacher Orientation - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. Ongoing professional development and support for teachers, which is aligned to the Common Core State Standards and the NJ Professional Standard for Teacher • New Teacher Mentorship Program - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. The criteria are designed to ensure that all educators are designated as highly qualified and are effective teachers. Ongoing professional development and support for teachers, which is aligned to the Common Core State Standards and the NJ Professional Standard for Teacher, as well as continuous school improvement and high student achievement. • Professional Development District & School- Ongoing professional development to build capacity in effective educational pedagogy aligned to the Common Core State Standards, The Professional Standard for Teacher, and focused on academic rigor and student achievement. • Hiring, Retaining, Recruiting - Function of Human Resources. All recruiting is conducted by the district's human resource department

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

	Number & Percent	Description of Strategy to Retain HQ Staff
		through various means such as colleges recruiting, newspaper advertisements, the district web site, personal and professional recommendations are all methods used to recruit highly qualified staff.
		Incentives for retention of HQT are secure through college credits, professional development hours, tuition reimbursements, and stipends
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	100%	District and school workshops addressing targeted needs of paraprofessionals
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
If needed, the following strategies will be used to attract highly qualified teachers to work in a high poverty school: 1. Monetary incentive 2. Teacher mentoring/induction program **3.** Ongoing content-based professional development would be continuously available for all teachers and principals.	Principal